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ABSTRACT

In Spring 1980, Queensborough Community College (QCC) decided to participate in the Reentry Adult Student Program, a project to assist colleges in obtaining information on adult students' needs and objectives. Three survey instruments were used: (1) a survey of student needs, which consisted of 76 items focusing on academic survival skills, personal and social development, instructional patterns, administrative policies, and student support services; (2) a student satisfaction scale, a 66-item instrument which focused on various administrative, supportive, curricular, and instructional aspects of the college environment; and (3) a demographic survey, which collected data on sex, age, marital status, employment, educational hiatus, matriculation, credit load, semesters in attendance, session (day and/or evening), and major field. Findings, based on responses from 2079 students and 344 full-time faculty and staff members, reveal that students were generally satisfied with the library, bookstore, and many aspects of curriculum and instruction, but generally dissatisfied with the registration process and the cleanliness of facilities. Students generally agreed on the importance of job-related courses, speedy registration procedures, flexible course requirements, study areas, bus service, and opportunities to improve study skills and habits. Faculty concurred with students' needs for study skills improvement opportunities and study areas. The questionnaires are appended. (AYC)

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ED206363

A SURVEY OF STUDENT SATISFACTION AND NEEDS AT QUEENSBOROUGH COMMUNITY COLLEGE
PART I

U.S. DEPARTMENT OF EDUCATION
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QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
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1980

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
INTRODUCTION	1
The Instruments	2
The Student Satisfaction Scale	3
A Survey of Student Needs	4
The Demographic Sections	5
The Student Sample	5
The Faculty-Staff Sample	8
Survey Results: The Student Satisfaction Scale	10
The Results: Survey of Student Needs	14
Summary and Discussion	24
EXHIBIT A (PART I) Student-Edition of Satisfaction and Needs Survey	29
EXHIBIT A (PART II) Faculty-Staff Edition of Student Needs Survey	41
APPENDIX A: RASP Steering Committee	49
APPENDIX B: Modifications, Additions and Deletions of Original RASP Instruments	50
APPENDIX C: Memorandum to Department Chairpersons and Faculty	51
APPENDIX D: Demographic Profile of Student Respondents in Percentages	52
APPENDIX E: Demographic Profile of Full-Time Teaching Faculty Respondents in Percentages	53

		Page
APPENDIX F:	Responses in Percentages to the Student Satisfaction Scale.....	54
APPENDIX G:	Responses in Percentages to the Student Need Survey by Students & Full-time Faculty.....	59
APPENDIX H:	Items by Facet in the Student Needs Survey.....	69
APPENDIX I:	Item by Item Summary Data of Student Response to Satisfaction Scale.....	70
APPENDIX J:	Item by Item Summary Data of Student Responses to Student Needs Scale.....	73
APPENDIX K:	Item by Item Summary Data of Faculty Response to Student Needs Scale.....	76
APPENDIX L:	Statistical Analyses Prepared by the Two-Year College Development Center in Albany: Tables 1-8.....	79

LIST OF TABLES

Table		Page
1.	Profile of Student-Respondent Attributes.....	6
2.	Survey Response by Curriculum.....	7
3.	Profile of Full-Time Faculty Attributes.....	8
4.	Departmental Breakdown of Full-Time Teaching Faculty Respondents in the Survey of Student Needs	9
5.	Highlights of Student Satisfaction Survey: Items with Satisfaction and Dissatisfaction Response Totals of 50% or more.....	11
6.	Descending Percentages of "Very Satisfied" Students by Items (20 percent or more).....	12
7.	Descending Percentages of "Very Dissatisfied" Students by Items: (20 percent or more).....	13
8.	Highlights of "Student Needs Survey" as Reported by Students and Full-Time Faculty: (50% or more for Total of "High" and "Very High Importance")...	15
9.	Other Very Important Student Needs as Perceived by Full-Time Faculty.....	21
10.	Percentages of Students (Greater than 20) Who Responded "No Importance" Ratings to Need Items.....	22
11.	Percentages of Full-Time Faculty (Greater than 50) Who Responded "No" or "Low Importance" on Needs Survey.....	23

QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

OFFICE OF TESTING & INSTITUTIONAL RESEARCH

A SURVEY OF STUDENT SATISFACTION AND NEEDS AT QUEENSBOROUGH COMMUNITY COLLEGE: PART I

In the spring of 1980, Queensborough Community College elected to participate in the Reentry Adult Student Program (RASP), a project funded by the Vocational Education (VEA 80-3A-970) and administered by the Two-Year College Development Center at SUNY in Albany. The major goal of RASP was to assist colleges to access information on adult students in two-year colleges using two instruments, the Student Satisfaction Scale and the Survey of Student Needs. The data collected from these instruments could then be used as a basis to modify programs and services.

A steering committee was appointed at QCC to serve as a liason between QCC and the Two-Year College Development Center. (See Appendix A for listing of committee members). The steering committee studied the RASP literature and instruments and recommended participation in the project but with a broader focus. Rather than emphasize the satisfaction and needs of adult students, QCC would look at students in all age groups. The Committee's recommendation to participate in RASP was subsequently approved by the Academic Senate.

The advantages which may accrue to a college which

routinely collects information on student and faculty-staff views may be manifold. It may be a way for a college to monitor its own operation by measuring the impact of innovative curricular and administrative procedures. It may also be a way to identify incipient problems and avoid more serious consequences.

This study will be disseminated in two issues. This issue constitutes part one which presents the general results of the Satisfaction and Needs Survey item by item as well as a comparison between students and full-time faculty on perceived student needs.

Part two of the study will analyze the responses by sex, age and curriculum. The purpose of two issues is to make the data available to the college community as quickly as possible.

THE INSTRUMENTS:

Two Likert-type instruments prepared by the Two-Year College Development Center, the Student Satisfaction Scale and the Survey of Student Needs, both modified slightly at QCC, were administered to a sample of students at QCC. (See Appendix B for list of items changed in original RASP instruments to meet QCC's needs.) Since the questionnaires do not request names, the anonymity of the respondents was preserved. Appendixes I and J contain means, standard deviations, and other summary data for each of the items in both scales.

The student-edition booklet comprises a letter to students, both instruments, and a demographic section. The faculty-staff edition comprises a letter to faculty and staff, the Survey of Student Needs (a measure of the importance of student needs as perceived by faculty and staff) and a demographic section.

THE STUDENT SATISFACTION SCALE: (See Exhibit A: Part I)

The Student Satisfaction Scale, a 66-item instrument was designed to measure students' satisfaction with various administrative, supportive, and curricular-instructional aspects of the college milieu. Students responded on a six-point scale (Don't know, very dissatisfied, somewhat dissatisfied, neutral, somewhat satisfied, very satisfied). An estimate of reliability of the Satisfaction Scale was reported to be .97 using a measure of internal consistency. On Table 6 of the RASP Dissemination Packet (1979) product-moment correlations between the total satisfaction score and individual item scores were presented yielding coefficients extending from .009 to .511. Validity data were not generated for the Satisfaction Scale. The administration time was approximately twelve minutes.

A SURVEY OF STUDENT NEEDS: (See Exhibit A: Part II)

The Survey of Student Needs consists of 76 items tapping the following five facets of the collegiate experience:

- Academic survival skills
- Personal-social development
- Instructional patterns
- Administrative policies
- Student-support services

(See Appendix H for item numbers in each facet.)

This instrument was administered to students, faculty and staff. Students were requested to indicate the importance of the stated needs while faculty and staff were asked to state their opinion on the importance of these needs to present-day students. Items 35-56 were not in the student-edition but were in the faculty-staff edition. Students, faculty and staff responded on a five-point scale. (No importance, low importance, medium importance, high importance, and very high importance).

Data reported on reliability indicate a measure of overall internal consistency to be .95. The coefficients of the five facets range from .72 to .92. Validity data were not generated for the Needs scale. The readability level was 7.5. The administration time was approximately 15 minutes.

THE DEMOGRAPHIC SECTIONS:

In the student demographic section (See Appendix D) data were collected on gender, age, marital status, employment, educational hiatus, matriculation, credit load, semesters in attendance, sessions (day and/or evening), and major field of study.

In the faculty-staff demographic section (See Appendix E) data were collected on gender, age, highest degree, employment status, primary employment function, department, session (day and/or evening), percentage of adult students served and number of years at QCC.

THE STUDENT SAMPLE:

During the week of April 17, 1980, faculty members who agreed to participate in the RASP survey were given Student Satisfaction and Needs questionnaires to distribute to students in their classes; all departments were represented. (See Appendix C for memo to faculty). A total of 2079 students returned completed questionnaires. A complete demographic profile of student respondents appears in Appendix D.

A profile of demographic attributes in categories with the highest percentages of student-respondents is shown in Table 1.

TABLE 1

PROFILE OF STUDENT-RESPONDENT ATTRIBUTES

Attribute	Parameter with Highest Percentage	Percentage
Sex	Male	51.3
Age	24 or younger	82.2
Marital Status	Single	85.5
Employment	Not employed	46.3
	Employed Part-time	42.9
Previously a student	One-year ago	58.4
Matriculated	Yes	93.5
Credits this semester	12 or more	67.5
Semesters at QCC	2 to 4	64.0
Session	Day	83.5
Major Field	Business (BA,BS,BM,BT)	35.6
	LA	16.9

As shown in Table 2 the sample of students approximates the curricular breakdown of the student body enrolled in the spring 1980 semester and hence may be considered representative of QCC students.

TABLE 2

SURVEY RESPONSE BY CURRICULUM

Major Area	Response N	Response % of Sample	Spring '80 Full-time College-wide Enrollment: % of Total
Business (BA, BS, BM, BT)	741	35.6	31.0
Computer Technology (CT)	108	5.2	6.2
Data Processing (DP)	127	6.1	6.2
Electrical Technology (ET)	127	6.1	6.4
Liberal Arts (LA)	352	16.9	28.3
Mechanical Technology (MT)	229	11.0	2.6
Medical Laboratory Tech.(ML)	49	2.4	4.3
Nursing (NU)	244	11.7	14.2
Other or Missing	102	4.9	<1
TOTAL	2079	100.%	7128[a] (100%)

a - Day Matriculated Students only: Major curricular areas not included in this figure are Design Drafting (DD), Environmental Health (EH) and Pre-Engineering (PE)

THE FACULTY-STAFF SAMPLE:

The faculty-staff edition of the Student Needs Survey was sent to all full-time faculty and staff via interoffice mail. (See cover letter in Exhibit A: Part II). Members of the faculty and staff returned 344 completed surveys of perceived needs of present-day students. In this group there were 156 full-time teaching faculty, 14 counselors, 4 librarians, 9 administrators, 26 HEOs, Registrars, CLTs or Business Managers and 51 full-time members of the secretarial staff. (84 did not identify their primary employment function.)

In this preliminary report, only full-time teaching faculty data were analyzed. A complete demographic profile of the full-time teachers is shown in Appendix E. A profile of faculty attributes with the highest response percentages is shown in Table 3.

TABLE 3

PROFILE OF FULL-TIME FACULTY ATTRIBUTES

Attribute	Parameter with Highest Percentage	Percentage
Sex	Male	59
Age	35-44	47.4
	45-54	23.7
Highest Degree	Doctorate	46.8
	Master	46.2

As shown in Table 4, the sample of full-time teaching faculty who responded, appear to be representative of the college as a whole. Only one department did not have representation.

TABLE 4

DEPARTMENTAL BREAKDOWN OF FULL-TIME TEACHING FACULTY RESPONDENTS IN THE SURVEY OF STUDENT NEEDS

	Respondents		Ttl.Full-time Faculty	
Department	N (%)	% of sample	N	(% of Ttl.)
Art	5	(3.2)	7	(1.9)
Basic Ed. Skills	12	(7.7)	24	(6.7)
Biology	9	(5.8)	30	(8.3)
Business	16	(10.3)	46	(12.8)
Chemistry	4	(2.6)	9	(2.5)
Electrical Tech.	9	(5.8)	23	(6.4)
English	12	(7.7)	33	(9.2)
Foreign Language	6	(3.8)	15	(4.2)
Health & Phys. Ed.	12	(7.7)	26	(7.2)
History	5	(3.2)	11	(3.1)
Mathematics	16	(10.3)	34	(9.4)
Mechanical Tech.	3	(1.9)	13	(3.6)
Music	4	(2.6)	8	(2.2)
Nursing	16	(10.3)	31	(8.6)
Physics	0	(0.0)	11	(3.1)
Social Sciences	14	(9.0)	27	(7.5)
Speech	7	(4.5)	12	(3.3)
Other or Missing	6	(3.8)		
TOTAL	156	(100.0)	360*	100%

* Total full-time teaching faculty in Fall '80.

The completed student and faculty-staff surveys were forwarded to the Two-Year College Development Center in Albany for key punching and for statistical analyses. The major thrust of the RASP analyses returned by the Center, was a comparison of the responses of traditionally aged college students (less than 25) and adult students (25 and over). These analyses appear in Appendix L. RASP also provided raw survey data stored on two computer tapes, one tape containing student responses and the other faculty-staff responses. These tapes were the source of data for this report.

SURVEY RESULTS: THE STUDENT SATISFACTION SCALE

Percentages of student responses to options of all items in the Student Satisfaction Scale appear in Appendix F. Means, standard deviations and other summary data, appear in Appendix I. Highlights of these data are shown in Table 5. Items where student expressed a clear satisfaction or dissatisfaction (more than 50%) were deemed to be highlights.

TABLE 5

HIGHLIGHTS OF STUDENT SATISFACTION SURVEY: ITEMS WITH SATISFACTION AND DISSATISFACTION RESPONSE TOTALS OF 50% OR MORE

Item	Activity	Satisfied (Very or Somewhat)	Dissatisfied (Very or Somewhat)
	Registration		
3	Ease of registration process	12.2	74.6
	Bookstore		
11	Hours of bookstore	67.3	9.3
12	Bookstore's stock	56.8	22.8
13	Location of bookstore	66.3	11.5
14	Helpfulness of bookstore staff	70.4	10.3
	Cafeteria/Snack Bar		
15	Hours of cafeteria/snack bar	53.7	12.8
16	Cleanliness of cafeterial/snack bar	16.3	62.4
	Library		
18	Hours of library	76.9	6.1
19	Library's materials	75.0	7.0
20	Library as a place to study	71.2	14.3
21	Instruction on how to use library	55.3	14.1
22	Helpfulness of library staff	66.1	11.2
23	Library's lending policy	56.6	11.2
	Curriculum and Instruction		
38	Course objectives provided by most of your instructions	54.6	14.5
39	Variety of teaching methods used in most of your courses	53.3	19.9
41	Usefulness of content in most of your courses	53.2	13.7
42	Reading level of most of your textbooks	61.5	13.0
51	Opportunities to improve your vocabulary skills	50.2	14.3
52	Opportunities to improve your math skills	50.9	14.6
53	Opportunities to improve your reading skills	56.1	11.4
54	Opportunities to improve your writing skills	54.4	13.6
	Miscellaneous		
61	Usefulness of college catalog	68.1	8.3
66	Overall quality of college	53.8	19.5

A review of the data in Table 5 and Appendix F, indicate that 21 out of 66 items on the Student Satisfaction scale have satisfaction percentages with magnitudes greater than 50 percent, (very satisfied or somewhat satisfied) when rating the bookstore, the library and curriculum and instruction. Two of the 66 items indicated considerable dissatisfaction with the ease of registration and the cleanliness of the cafeteria and snack bar. The remaining items had "satisfaction" or "dissatisfaction" percentages less than 50.

The largest percentages of "very satisfied" student responses equal to or greater than 20 appear in Table 6 in descending order.

TABLE 6

DESCENDING PERCENTAGES OF "VERY SATISFIED" STUDENTS BY ITEMS: (20 percent or more)

Item		Percentage of "Very Satisfied" Students
18	Hours of library	40.2
20	Library as a place to study	38.5
19	Library's materials	38.3
14	Helpfulness of bookstore staff	33.8
22	Helpfulness of library staff	30.1
11	Hours of bookstore	28.6
61	Usefulness of College catalog	28.4
13	Location of bookstore	26.6
21	Instructions on how to use Library	23.6
12	Bookstore's stock	20.0

It is apparent that students were most satisfied with the library, the bookstore, and the College catalog when a continuum of percentages of very satisfied responses was established.

When the percentages of "very dissatisfied" students were ordered by magnitude, the dissatisfactions listed in Table 7 resulted.

TABLE 7

DESCENDING PERCENTAGES OF "VERY DISSATISFIED" STUDENTS BY ITEMS: (20 percent or more)

Item		Percentage of "Very Dissatisfied" Students
3	Ease of registration process	54.5
16	Cleanliness of cafeteria/snack bar	40.9
2	Hours of registration	28.8
17	Food choices available	28.3
45	Variety of courses available at times convenient to you	25.6
6	Academic advisement during registration	20.8
5	Helpfulness of clerical staff during registration	20.3
4	Helpfulness of faculty during registration	20.0

THE RESULTS: SURVEY OF STUDENT NEEDS

Percentages of student and faculty responses to options of all items in the Survey of Student Needs appear in Appendix G. Means, standard deviations and other summary data appear in Appendix J for students and Appendix K for faculty. Highlights of these data, where students expressed a clear need (more than 50 percent in the sum of "high" or "very high" importance options) are shown in Table 8. It should be noted that when students register "high" or "very high" importance to a need, this does not mean that the need has not been met here at the College. Rather it is merely a statement expressing the importance of a need, which may or may not have been filled.

A statistical comparison of means between students and faculty for each of the need items indicates that 42 out of 54 items were significantly different ($p < .05$: t values are shown in Appendix G).

TABLE 8

HIGHLIGHTS OF 'STUDENT NEEDS SURVEY' AS REPORTED BY STUDENTS AND FULL-TIME FACULTY
(50% or more for Total of "High" and "Very High Importance")

		Students		Faculty		
Item	Need	High and Very High Imp.	Rank	High and Very High Imp.	Rank	t
1	Place to study on campus	69.2	20	60.3	28	0.97
2	Bus service to campus	62	30	76.3	15	6.96*
4	Instructors who are personally interested in my progress	77.7	6	87.2	2	4.96*
7	Learning to organize my time better	66.9	23	80.7	6	4.53*
8	Improving my study skills	77.6	7	92.4	1	6.86*
10	Being able to drop a course at any time without receiving a penalty grade	68.5	22	41.6	33	6.86*
13	Instructors who have a realistic view of my responsibilities outside class	63.8	25	60.3	27	0.96
14	Being able to take a variety of courses before deciding a major field of study	56.8	32	60.3	26	1.30
16	Learning to prepare better term papers	69.4	19	69.8	22	1.26
17	Tutoring services	50.2	39	81.4	5	8.83*
18	Being able to get occupational counseling	63.4	28	74.4	19	3.49*
19	Encouragement from my family	71.5	16	77.6	13	3.03*
20	Courses providing specific skills that will be useful on a job	86.8	1	73.7	20	3.62*

(CONTINUED)

* $p < .05$

TABLE 8 (Continued)

Item	Need	Students High and Very High Imp.	Rank	Faculty High and Very High Imp.	Rank	t
22	Speedy registration procedures	83.7	2	67.3	24	3.83*
23	Being able to obtain credit for out-of-college experiences	72.3	14	34.6	36	9.67*
24	Improving my concentration	78.5	3	78.9	10	0.29
25	Financial aid	75.6	9	78.2	11	1.02
26	"Fitting in" with other students	55.2	33	41.7	32	2.67*
27	Improving my note-taking skills	69.6	18	79.5	7	2.45*
28	Instructors who use many examples in their teaching	77.3	8	79.5	9	0.76
29	Learning to cope with failure	59.3	31	69.2	23	3.40*
30	Instructors who provide more than one way to meet course requirements	78.5	4	39.1	34	8.97*
31	Extracurricular activities	50.2	38	23.1	41	5.53*
32	Being able to take "re-tests" to improve my grade	78.0	5	28.9	39	12.46*
33	Instructors who modify the course outline to satisfy student interests	75.0	11	36.5	35	9.29*
34	Improving my social interactions with other students	52.4	37	32.7	37	4.82*
57	Job placement services	68.6	21	76.3	16	3.15*
58	Improving my test-taking skills	75.2	10	85.3	3	4.39*

(CONTINUED)

* $p < .05$

TABLE 8 (Continued)

Item	Need	Students High and Very High Imp.	Rank	Faculty High and Very High Imp.	Rank	t
59	Setting aside time every day to study	72.3	12	79.5	8	3.21*
60	Campus activities for students with interests similar to mine	53.8	36	32.7	38	4.35*
61	Being able to get academic advisement	71.6	15	83.4	4	4.06*
62	Improving my math skills	63.7	26	76.6	14	6.39*
63	Learning to use library facilities	54.6	34	77.6	12	6.78*
64	Grades based on projects, papers and class participation instead of tests alone	73.2	13	55.1	30	4.25*
65	Flexible requirements for class attendance	65.9	24	27.6	40	11.57*
70	Improving self-confidence	63.6	27	75.0	17	4.24*
71	Knowing how I'm doing in relation to others in class	53.9	35	44.8	31	1.90
72	Acquiring a broad educational background	70.0	17	58.3	29	2.30*
73	Being able to get counseling for personal problems	49.1	40	69.9	21	5.65*
74	Course objectives to guide my study	62.6	69	63.5	25	0.83
76	Tighter campus security	46.1	41	75.0	18	8.90*

* $p < .05$

When "high" and "very high" importance responses are combined, as shown in Table 8, there appears to be wide agreement between students and faculty on the following perceived needs:

- A place to study on campus
- Bus service to QCC
- Instructors who take a personal interest in students, who use many examples in teaching and provide feedback on student progress
- Improvement of study skills and habits
- Delayed selection of a major
- Job related courses
- Family encouragement
- Speedy registration procedures
- Academic advisement
- Financial aid
- Occupational counseling and job placement services
- Course objectives as an aid to study

In the perception of nine student needs, however, approximately twice as many students attached more importance to the need than faculty in the following areas:

- Being able to drop a course at any time without penalty (Item 10: 68.5 to 41.6 for students and faculty respectively)
- Credit for life experience (Item 23: 72.3 to 34.6)
- Multimodal methods to meet course requirements (Item 30: 78.5 to 39.1)

- Extracurricular activities (Item 31: 50.2 to 23.1)
- Being able to take "retests" to improve grades (Item 32: 78 to 28.9)
- Instructors who modify course outline to satisfy student interests (Item 33: 75 to 36.5)
- Improving student social interactions (Item 34: 52.4 to 32.7)
- Campus activities for students with like interests (Item 60: 53.8 to 32.7)
- Flexible requirements for class attendance (Item 65: 65.9 to 27.6)

In one item (73), the importance of the ability "to get counseling for personal problems" was rated to have more importance by faculty than by students (49.1 to 69.9).

When percentages of students who considered needs to have "high" or "very high" importance were ranked in descending order the five most important needs were:

- Courses providing specific skills that will be useful on a job (86.8 percent: item 20)
- Speedy registration procedures (83.7 percent: item 22)
- Improving my concentration (78.5 percent: item 24)
- Instructors who provide more than one way to meet course requirements (78.5 percent: item 30)
- Being able to take "re-tests" to improve my grade (78.0 percent: item 32)

When percentages of full-time faculty who considered needs to have "high" or "very high" importance were ranked in descending order, the five most important needs were:

- Improving my study skills (92.4 percent: item 8)
- Instructors who are personally interested in my progress (87.2 percent: item 4)
- Improving my test-taking skills (85.3 percent: item 58)
- Being able to get academic advisement (83.4 percent: item 61)
- Tutoring services (81.4 percent: item 17)

When comparing a ranking of student and faculty item percentages with "high" or "very high" importance, the needs of students, as perceived separately by students and faculty, were quite divergent.

If items 35 through 56 are included in the above ranking (where comparable student data are <u>not</u> available) the highest five percentages for teaching faculty are:

- Improving my study skills (92.4 percent: item 8)
- Improving reading skills (89.8 percent: item 56)
- Improving writing skills (88.4 percent: item 41)
- Place to study at home (87.8 percent: item 36)
- Instructors who are personally interested in my progress (87.2 percent: item 4)

When the highest 10 ranks of student and faculty responses were compared, consensus was reached on only one

item, the importance of "Instructors who use many examples in their teaching" and "Instructors who are personally interested in my progress".

Table 9 presents an analysis of faculty responses on the importance of student needs for items 35 through 56.

TABLE 9

OTHER VERY IMPORTANT STUDENT NEEDS AS PERCEIVED BY FULL-TIME FACULTY

Item[a]	Need	Faculty Rating H.Imp.&V.H.Imp.	Rank
35	Place to study at home	87.8	4
36	Instructors who are relaxed and informal	61.5	10
38	Improving students' memory	71.8	8
39	Learning to give better oral reports	59.0	11
41	Improving writing skills	88.4	3
44	Getting "A" & "B" in courses	55.2	13
48	Improving vocabulary skills	82.7	5
49	Encouragement from instructors	88.4	2
50	Summer classes	66.1	9
51	Students learning to set better goals	75.7	7
52	Students to improve motivation for college work	82.1	6
53	Reducing student uneasiness about going to college	56.4	12
56	Improving reading skills	89.8	1

a - Student data on these needs are not available.

From the ranking in Table 9, it appears that full-time faculty are in considerable agreement about the importance of basic reading, vocabulary, and writing skills for students as well as instructors who provide encouragement in a relaxed and informal manner.

Table 10 presents a ranking of percentages (greater than 20) of students who attributed "no importance" to items on the Survey of Student Needs.

TABLE 10

PERCENTAGES OF STUDENTS (Greater than 20) WHO RESPONDED "NO IMPORTANCE" RATINGS TO NEED ITEMS

Item	Need	Percent
9	Evening classes[a]	35.1
12	Being able to take a course with "pass/fail" grading instead of "A to F" grading	27.4
15	Campus tour during my first semester	21.6

a - Please note this concept was rated by students who, for the most part, were day students.

Further analysis of student responses in the Needs Survey in Appendix G indicates that when "low" and "no importance" percentages were summed, no item percentages were greater than 50. However, a review of faculty responses with percentages greater than 50 reveals that full-time teachers attribute "no" or "low importance" to five needs, as shown in Table 11.

TABLE 11

PERCENTAGES OF FULL-TIME FACULTY (Greater than 50) WHO RESPONDED "NO" OR "LOW IMPORTANCE" ON NEEDS SURVEY

Item	Need	Percent
45	Instructors who let students decide what should be covered in course	80.1
54	Students my own age in my classes	62.2
69	Three hour classes that meet once each week	60.9
66	Courses in which the instructor lectures most of the time	56.4
3	Being able to take a course as an independent study	56.4

SUMMARY AND DISCUSSION

The major purpose of administering the RASP questionnaires to QCC students on their satisfactions and needs was to provide faculty and administrators with information which may be useful in planning and revising educational programs and services. With student and faculty-staff input, the student-college relationship can be improved using survey data as a springboard.

A secondary goal was to determine to what extent students' perceptions of their needs were congruent with faculty-staff perceptions of present-day student needs.

The results of the survey indicated that there was considerable student satisfaction with the library, bookstore and many aspects of curriculum and instruction. On the other hand, considerable dissatisfaction was expressed with the ease of the registration process and the cleanliness of the cafeteria and snack bar.

In reference to needs as expressed by students at the College, there was considerable agreement on the importance of:

- Courses with direct application to the job market
- Speedy registration procedures
- Flexible course requirements
- A place to study on campus

- Bus service to the campus
- Instructors who care
- Opportunities to improve study skills and habits
- Financial aid

When full-time faculty were queried on their perception of student needs, there was considerable faculty agreement on:

- Opportunities for students to improve study skills and habits
- A place to study
- Instructors who care about students and use many examples in their teaching
- Opportunity to get academic advisement
- Tutoring

Some of the highest "no importance" ratings of student needs by students were:

- Evening classes (one-third of the student responses)
- Need for pass/fail grading instead of "A to F" grading (one-fourth)
- Campus tour during the student's first semester (one-fifth)

Combined full-time faculty responses of "no" or "low importance" revealed that over four-fifths of the faculty felt that the need of instructors to let students decide what should be covered in a course is perceived to be of little importance to students.

In addition, there was considerable faculty agreement about the "low" or "no importance" of having classes with homogeneous age groups, (three-fifths), three-hour courses once a week, (three-fifths), lecture courses (over half) and independent study courses (over half).

When student and faculty perceptions of the importance of needs were compared, there was wide agreement on the need of:

- Bus service to the campus
- A place to study on campus
- Instructors who take a personal interest
- Instructors who use many examples in class
- Courses with practical applications
- Improved study skills and habits
- Delaying selection of a major
- Financial and occupational counseling and job placement service
- Family encouragement
- Speedy registration procedures
- Academic advisement
- Course objectives to guide students study

Divergent perceptions of needs between students and faculty were primarily concerned with the student's expressed need to liberalize course structures and requirements. The right to drop a course at any time without penalty,

getting credit for life experiences, being able to take "retests" to improve grades, and flexible rules about class attendance, were some of the areas which students differed considerably from full-time teaching faculty. This concludes part one of this study. Part two will analyze the responses further using demographic and academic attributes.

It is important to note that identifying satisfactions, dissatisfactions and needs that segments of students have with a particular aspect of the college, can be important even when that segment in the student body as a whole, is not large. With further demographic and academic analyses small percentages of students with particular opinions in the college as a whole, may become sizeable for students in specific curricula, age groups, or with different quantities or qualities of earned credits.

It is hoped that the data in this study will be useful in the preparation of plans to modify College programs and services.

REFERENCES

Reentry Adult Student Project: Dissemination Packet, Two-Year College Development Center, SUNY at Albany, November 1979.

EXHIBIT A (PART I)

STUDENT-EDITION OF SATISFACTION

AND NEEDS SURVEY

Telephone: 631.-6358

QUEENSBOROUGH COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
Bayside, New York 11364

Office of Testing & Institutional Research

April, 1980

Dear Student:

The attached "Student Satisfaction" and "Student Needs" questionnaires are part of a statewide study being conducted by the Two-Year College Development Center in cooperation with Queensborough Community College and several New York State colleges.

The purpose of this study is to determine student satisfaction with various aspects of the college and the needs of various groups of college students.

We are particularly interested in obtaining your honest reactions based upon your experiences at Queensborough Community College.

If you completed this questionnaire in another course, please do not fill it out again. Please return this questionnaire at your next class meeting.

Thank you for your help.

Sincerely,

EDWARD G. COHEN, Ph.D.
Director

EGC:mav
(Enc.)

STUDENT SATISFACTION SCALE

1 - 8

PART I - CURRENT STATUS

Please check (√) the information requested.

1. Sex:
   (1) ___ Male (2) ___ Female (9)

2. Age:
   (1) ___ 24 or younger (4) ___ 45-54 (10)
   (2) ___ 25-34 (5) ___ 55-64
   (3) ___ 35-44 (6) ___ 65 or older

3. Marital Status: (11)
   (1) ___ Single
   (2) ___ Married
   (3) ___ Widowed, divorced, or separated

4. Employment: (12)
   (1) ___ Not employed
   (2) ___ Employed part-time
   (3) ___ Employed full-time

5. Before attending this college, when did you last take a course in either high school or college?
   (1) ___ 1 year ago or less (13)
   (2) ___ 2 - 4 years ago
   (3) ___ 5 years ago or more

6. Are you currently enrolled in a degree program (matriculated)?
   (1) ___ Yes (2) ___ No (14)

7. How many credits are you taking this semester?
   (1) ___ 5 or fewer (15)
   (2) ___ 6 - 11
   (3) ___ 12 or more

8. How many semesters have you attended this college?
   (1) ___ This is my first semester (16)
   (2) ___ 2 - 4
   (3) ___ 5 or more

9. When do you attend classes?
   (1) ___ Day (17)
   (2) ___ Evening
   (3) ___ Both day and evening

10. What is your major field of study? (18)
    (1) ___ Business (BA,BS,BM,BT) (6) ___ Mechanical Technology (MT) & Design Drafting (DD)
    (2) ___ Computer Technology (CT)
    (3) ___ Data Processing (DP) (7) ___ Medical Laboratory Tech. (ML)
    (4) ___ Electrical Technology (ET) (8) ___ Nursing (PN, NS)
    (5) ___ Liberal Arts (LA,LS) (9) ___ Other

PART II - STUDENT SATISFACTION . Page 2

The following items represent aspects of your educational experience. Please indicate HOW SATISFIED YOU ARE WITH EACH ITEM. Respond to each item ONLY AS IT APPLIES TO YOU by circling one choice according to the following scale:

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

Example:

The price of gasoline. 0 (1) 2 3 4 5

Item:

Registration

1. The location of registration 0 1 2 3 4 5 (19)
2. The hours of registration. 0 1 2 3 4 5 (20)
3. The ease of the registration process 0 1 2 3 4 5 (21)
4. The helpfulness of faculty during registration . . 0 1 2 3 4 5 (22)
5. The helpfulness of clerical staff during registration . . 0 1 2 3 4 5 (23)
6. Academic advisement during registration . . 0 1 2 3 4 5 (24)

Financial Aid

7. The hours of the financial aid office. 0 1 2 3 4 5 (25)
8. The helpfulness of the financial aid staff 0 1 2 3 4 5 (26)
9. The hours of the business office 0 1 2 3 4 5 (27)
10. The helpfulness of the business office staff . . . 0 1 2 3 4 5 (28)

Bookstore

11. The hours of the bookstore 0 1 2 3 4 5 (29)
12. The bookstore's stock (textbooks, materials, etc.). 0 1 2 3 4 5 (30)
13. The location of the bookstore. 0 1 2 3 4 5 (31)
14. The helpfulness of the bookstore staff 0 1 2 3 4 5 (32)

0 = Don't Know, No Basis for Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

Cafeteria/Snack Bar

15. The hours of the cafeteria/snack bar. 0 1 2 3 4 5 (33)

16. The cleanliness of the cafeteria/snack bar. . . . 0 1 2 3 4 5 (34)

17. The food choices available. 0 1 2 3 4 5 (35)

Library

18. The hours of the library. 0 1 2 3 4 5 (36)

19. The library's materials 0 1 2 3 4 5 (37)

20. The library as a place to study 0 1 2 3 4 5 (38)

21. The instruction on how to use the library 0 1 2 3 4 5 (39)

22. The helpfulness of the library staff. 0 1 2 3 4 5 (40)

23. The library's lending policy. 0 1 2 3 4 5 (41)

ACADEMIC ADVISEMENT AND COUNSELING

24. The availability of faculty for academic advisement 0 1 2 3 4 5 (42)

25. The usefulness of academic advisement 0 1 2 3 4 5 (43)

26. The hours career counseling is available. 0 1 2 3 4 5 (44)

27. The usefulness of career counseling 0 1 2 3 4 5 (45)

28. The hours personal counseling is available. . . . 0 1 2 3 4 5 (46)

29. The usefulness of personal counseling 0 1 2 3 4 5 (47)

30. The hours job placement services are available. . 0 1 2 3 4 5 (48)

31. The usefulness of job placement services. 0 1 2 3 4 5 (49)

Curriculum and Instruction

32. The grading policy in most of your courses. . . . 0 1 2 3 4 5 (50)

33. The attendance policy in most of your courses . . 0 1 2 3 4 5 (51)

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

34. The drop/add policy 0 1 2 3 4 5 (52)

35. The opportunity to obtain life-experience credits. 0 1 2 3 4 5 (53)

36. The interest in your progress shown by most of your instructors 0 1 2 3 4 5 (54)

37. The awareness of your other responsibilities shown by most of your instructors when giving assignments. 0 1 2 3 4 5 (55)

38. The course objectives provided by most of your instructors 0 1 2 3 4 5 (56)

39. The variety of teaching methods used in most of your courses 0 1 2 3 4 5 (57)

40. The use of films, tapes, and other audio-visual materials in most of your courses 0 1 2 3 4 5 (58)

41. The usefulness of the content in most of your courses. 0 1 2 3 4 5 (59)

42. The reading level of most of your textbooks . . . 0 1 2 3 4 5 (60)

43. The opportunities to work with other students on class projects 0 1 2 3 4 5 (61)

44. The availability of independent study courses . . 0 1 2 3 4 5 (62)

45. The variety of courses available at times convenient for you 0 1 2 3 4 5 (63)

46. The variety of evening course offerings 0 1 2 3 4 5 (64)

47. The variety of weekend course offerings 0 1 2 3 4 5 (65)

48. The variety of summer course offerings. 0 1 2 3 4 5 (66)

Skill Improvement

49. The opportunities to learn how to organize your time 0 1 2 3 4 5 (67)

50. The opportunities to improve your self-confidence 0 1 2 3 4 5 (68)

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

51. The opportunities to improve your vocabulary. . . 0 1 2 3 4 5 (69)

52. The opportunities to improve your math skills . . 0 1 2 3 4 5 (70)

53. The opportunities to improve your reading skills. 0 1 2 3 4 5 (71)

54. The opportunities to improve your writing skills. 0 1 2 3 4 5 (72)

55. The opportunities to improve your science skills. 0 1 2 3 4 5 (73)

56. The opportunities to improve your test-taking skills 0 1 2 3 4 5 (74)

57. The hours tutoring services are available 0 1 2 3 4 5 (75)

58. The usefulness of tutoring services 0 1 2 3 4 5 (76)

Miscellaneous

59. The usefulness of the Freshman Seminar (5 week course for freshmen) . . 0 1 2 3 4 5 (77)

60. The usefulness of orientation services. 0 1 2 3 4 5 (78)

61. The usefulness of the college catalog 0 1 2 3 4 5 (79)

62. The variety of campus activities for students . . 0 1 2 3 4 5 (80)

63. The child care facilities on campus 0 1 2 3 4 5 (9)

64. The availability of study areas on campus 0 1 2 3 4 5 (10)

65. The overall concern of the college for you as a student. 0 1 2 3 4 5 (11)

66. The overall quality of the college. 0 1 2 3 4 5 (12)

PART II STUDENT NEEDS

PART II - STUDENT NEEDS

The following items represent needs for some college students. Please indicate HOW IMPORTANT EACH ITEM IS FOR YOU as a student. Respond to each item ONLY AS IT APPLIES TO YOU by circling one choice according to these rating categories:

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

Example:

Being alive	*1*	*2*	*3*	*4*	*(5)*	

Item:

1. A place to study on campus	*1*	*2*	*3*	*4*	*5*	*(19)*
2. Bus service to the campus.	*1*	*2*	*3*	*4*	*5*	*(20)*
3. Being able to take a course as an independent study. . .	*1*	*2*	*3*	*4*	*5*	*(21)*
4. Instructors who are personally interested in my progress	*1*	*2*	*3*	*4*	*5*	*(22)*
5. The use of films, tapes, and other audio-visual materials in a course	*1*	*2*	*3*	*4*	*5*	*(23)*
6. An earlier registration period	*1*	*2*	*3*	*4*	*5*	*(24)*
7. Learning to organize my time better.	*1*	*2*	*3*	*4*	*5*	*(25)*
8. Improving my study skills.	*1*	*2*	*3*	*4*	*5*	*(26)*
9. Evening classes.	*1*	*2*	*3*	*4*	*5*	*(27)*
10. Being able to drop a course at any time without receiving a penalty grade	*1*	*2*	*3*	*4*	*5*	*(28)*
11. Studying with other students	*1*	*2*	*3*	*4*	*5*	*(29)*
12. Being able to take a course with "pass-fail" grading instead of "A to F" grading	*1*	*2*	*3*	*4*	*5*	*(30)*
13. Instructors who have a realistic view of my responsibilities outside class.	*1*	*2*	*3*	*4*	*5*	*(31)*
14. Being able to take a variety of courses before deciding a major field of study.	*1*	*2*	*3*	*4*	*5*	*(32)*

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

15.	A campus tour during my first semester	1	2	3	4	5	(33)
16.	Learning to prepare better term papers	1	2	3	4	5	(34)
17.	Tutoring services.	1	2	3	4	5	(35)
18.	Being able to get occupational counseling.	1	2	3	4	5	(36)
19.	Encouragement from my family	1	2	3	4	5	(37)
20.	Courses providing specific skills that will be useful on a job.	1	2	3	4	5	(38)
21.	Working with other students on class projects.	1	2	3	4	5	(39)
22.	Speedy registration procedures	1	2	3	4	5	(40)
23.	Being able to obtain credit for out-of-college experiences	1	2	3	4	5	(41)
24.	Improving my concentration	1	2	3	4	5	(42)
25.	Financial aid	1	2	3	4	5	(43)
26.	"Fitting in" with other students	1	2	3	4	5	(44)
27.	Improving my note-taking skills	1	2	3	4	5	(45)
28.	Instructors who use many examples in their teaching. . .	1	2	3	4	5	(46)
29.	Learning to cope with failure.	1	2	3	4	5	(47)
30.	Instructors who provide more than one way to meet course requirements.	1	2	3	4	5	(48)
31.	Extracurricular activities	1	2	3	4	5	(49)
32.	Being able to take "re-tests" to improve my grade. . . .	1	2	3	4	5	(50)
33.	Instructors who modify the course outline to satisfy student interests	1	2	3	4	5	(51)
34.	Improving my social interactions with other students . .	1	2	3	4	5	(52)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

57.	Job placement services	1	2	3	4	5	(75)
58.	Improving my test-taking skills	1	2	3	4	5	(76)
59.	Setting aside time every day to study	1	2	3	4	5	(77)
60.	Campus activities for students with interests similar to mine	1	2	3	4	5	(78)
61.	Being able to get academic advisement	1	2	3	4	5	(79)
62.	Improving my math skills	1	2	3	4	5	(80)
63.	Learning to use the library facilities	1	2	3	4	5	(9)
64.	Grades based on projects, papers, and class participation instead of on tests alone	1	2	3	4	5	(10)
65.	Flexible requirements for class attendance	1	2	3	4	5	(11)
66.	Courses in which the instructor lectures most of the time	1	2	3	4	5	(12)
67.	Getting together with other students after class	1	2	3	4	5	(13)
68.	A campus snack bar open during all class hours	1	2	3	4	5	(14)
69.	Three hour classes that meet once each week	1	2	3	4	5	(15)
70.	Improving my self-confidence	1	2	3	4	5	(16)
71.	Knowing how I'm doing in relation to others in class	1	2	3	4	5	(17)
72.	Acquiring a broad educational background	1	2	3	4	5	(18)
73.	Being able to get counseling for personal problems	1	2	3	4	5	(19)
74.	Course objectives to guide my study	1	2	3	4	5	(20)
75.	Courses using many source materials instead of single textbooks	1	2	3	4	5	(21)
76.	Tighter campus security	1	2	3	4	5	(22)

Please feel free to add any written comments. Thank you for your help.

EXHIBIT A (PART II)

FACULTY-STAFF EDITION OF

STUDENT NEEDS SURVEY

Telephone: 631-6358

QUEENSBOROUGH COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
Bayside, New York 11364

Office of Testing and Institutional Research

April, 1980

Dear Colleague:

The attached survey is part of a statewide study being conducted by the Two-Year College Development Center, State University of New York at Albany, in cooperation with Queensborough Community College and several New York State two-year colleges.

The purpose of this study is to determine the needs of present-day students so that colleges are better able to meet these identified needs. This study has the endorsement of the Academic Senate.

Your opinion of various student needs based upon your experiences as a staff or faculty member will contribute significantly to our study.

We would appreciate your cooperation in completing the attached survey within the next two days and returning it in the enclosed envelope, to the Office of Testing and Institutional Research (Library Building, Room L-431).

Thank you for your help.

Sincerely,

EDWARD G. COHEN, Ph.D.
Director

EGC:mav
Att.

SURVEY OF STUDENT NEEDS

(To Be Completed by Faculty And Staff)

_____
1 - 8

PART 1 - CURRENT STATUS

Directions: Please check (__) the information requested.

1. Sex: (9)
   (1) ____ Male (2) ____ Female

2. Age: (10)
   (1) ____ 24 or younger
   (2) ____ 25-34
   (3) ____ 35-44
   (4) ____ 45-54
   (5) ____ 55-64
   (6) ____ 65 or older

3. Highest Degree: (11)
   (1) ____ Associates
   (2) ____ Bachelors
   (3) ____ Masters
   (4) ____ Doctorate
   (5) ____ Other (Specify) _____
   (6) ____ None of the above

4. Employment Status: (12)
   (1) ____ Part-time (2) ____ Full-time

5. Primary Employment Function: (13)
   (1) ____ Teaching Faculty
   (2) ____ Counselor
   (3) ____ Librarian
   (4) ____ Administrator
   (5) ____ HEO, Registrar, CLT or Business Manager
   (6) ____ Secretarial Staff

6. Department: (14)
   (1) ____ Art & Design
   (2) ____ Basic Ed. Skills
   (3) ____ Bio. Sc. & Geology
   (4) ____ Business
   (5) ____ Chemistry
   (6) ____ Elec. Tech.
   (7) ____ English
   (8) ____ For. Lang. & Lit.
   (9) ____ Health, Phys. Ed. & Dance
   (10) ____ History
   (11) ____ Library
   (12) ____ Mathematics
   (13) ____ Mech. Tech. & Des. Dr.
   (14) ____ Music
   (15) ____ Nursing
   (16) ____ Physics
   (17) ____ Soc. Sciences
   (18) ____ Speech Comm. & Theatre Arts
   (19) ____ Student Personnel
   (20) ____ Other

7. When do you engage in your primary employment function? (15)
   (i.e., teach, counsel, etc.)
   (1) ____ Day (2) ____ Evening (3) ____ Both day and Eve.

8. What approximate percentage of the students you serve are adults (16)
   (i.e., age 25 years or older)
   (1) ____ 0-25%
   (2) ____ 26-50%
   (3) ____ 51-75%
   (4) ____ 76-100%

9. How many years have you been employed at this college? _____ (17-18)

PART I - STUDENT NEEDS

The following items represent needs for some college students. Please indicate HOW IMPORTANT EACH ITEM IS FOR A PRESENT-DAY STUDENT ATTENDING QUEENSBOROUGH COMMUNITY COLLEGE. Respond to each item by circling <u>one</u> choice according to these rating categories:

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

Example:

Being alive 1 2 3 4 (5)

Item:

1. *A place to study on campus* 1 2 3 4 5 (19)
2. *Bus service to the campus.* 1 2 3 4 5 (20)
3. *Being able to take a course as an independent study.* . . 1 2 3 4 5 (21)
4. *Instructors who are personally interested in my progress* 1 2 3 4 5 (22)
5. *The use of films, tapes, and other audio-visual materials in a course* 1 2 3 4 5 (23)
6. *An earlier registration period* 1 2 3 4 5 (24)
7. *Learning to organize my time better.* 1 2 3 4 5 (25)
8. *Improving my study skills.* 1 2 3 4 5 (26)
9. *Evening classes.* 1 2 3 4 5 (27)
10. *Being able to drop a course at any time without receiving a penalty grade* 1 2 3 4 5 (28)
11. *Studying with other students* 1 2 3 4 5 (29)
12. *Being able to take a course with "pass-fail" grading instead of "A to F" grading* 1 2 3 4 5 (30)
13. *Instructors who have a realistic view of my responsibilities outside class.* 1 2 3 4 5 (31)
14. *Being able to take a variety of courses before deciding a major field of study.* 1 2 3 4 5 (32)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

15.	A campus tour during my first semester	1	2	3	4	5	(33)
16.	Learning to prepare better term papers	1	2	3	4	5	(34)
17.	Tutoring services	1	2	3	4	5	(35)
18.	Being able to get occupational counseling	1	2	3	4	5	(36)
19.	Encouragement from my family	1	2	3	4	5	(37)
20.	Courses providing specific skills that will be useful on a job	1	2	3	4	5	(38)
21.	Working with other students on class projects	1	2	3	4	5	(39)
22.	Speedy registration procedures	1	2	3	4	5	(40)
23.	Being able to obtain credit for out-of-college experiences	1	2	3	4	5	(41)
24.	Improving my concentration	1	2	3	4	5	(42)
25.	Financial aid	1	2	3	4	5	(43)
26.	"Fitting in" with other students	1	2	3	4	5	(44)
27.	Improving my note-taking skills	1	2	3	4	5	(45)
28.	Instructors who use many examples in their teaching	1	2	3	4	5	(46)
29.	Learning to cope with failure	1	2	3	4	5	(47)
30.	Instructors who provide more than one way to meet course requirements	1	2	3	4	5	(48)
31.	Extracurricular activities	1	2	3	4	5	(49)
32.	Being able to take "re-tests" to improve my grade	1	2	3	4	5	(50)
33.	Instructors who modify the course outline to satisfy student interests	1	2	3	4	5	(51)
34.	Improving my social interactions with other students	1	2	3	4	5	(52)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

35.	A place to study at home	1	2	3	4	5	(53)
36.	Instructors who are relaxed and informal in the classroom	1	2	3	4	5	(54)
37.	Evening and weekend registration	1	2	3	4	5	(55)
38.	Improving my memory	1	2	3	4	5	(56)
39.	Learning to give better oral reports	1	2	3	4	5	(57)
40.	Weekend classes	1	2	3	4	5	(58)
41.	Improving my writing skills	1	2	3	4	5	(59)
42.	"Keeping up" with other students in class	1	2	3	4	5	(60)
43.	Off-campus courses	1	2	3	4	5	(61)
44.	Getting "A"s and "B"s in my courses	1	2	3	4	5	(62)
45.	Instructors who let students decide what should be covered in a course	1	2	3	4	5	(63)
46.	Courses with many class discussions	1	2	3	4	5	(64)
47.	Child care facilities on campus	1	2	3	4	5	(65)
48.	Improving my vocabulary skills	1	2	3	4	5	(66)
49.	Encouragement from my instructors	1	2	3	4	5	(67)
50.	Summer classes	1	2	3	4	5	(68)
51.	Learning to set better goals for myself	1	2	3	4	5	(69)
52.	Improving my motivation for college work	1	2	3	4	5	(70)
53.	Reducing my uneasiness about going to college	1	2	3	4	5	(71)
54.	Students my own age in my classes	1	2	3	4	5	(72)
55.	Instructors who follow the course outline very closely	1	2	3	4	5	(73)
56.	Improving my reading skills	1	2	3	4	5	(74)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

57.	Job placement services	1	2	3	4	5	(75)
58.	Improving my test-taking skills	1	2	3	4	5	(76)
59.	Setting aside time every day to study	1	2	3	4	5	(77)
60.	Campus activities for students with interests similar to mine	1	2	3	4	5	(78)
61.	Being able to get academic advisement	1	2	3	4	5	(79)
62.	Improving my math skills	1	2	3	4	5	(80)
63.	Learning to use the library facilities	1	2	3	4	5	(9)
64.	Grades based on projects, papers, and class participation instead of on tests alone	1	2	3	4	5	(10)
65.	Flexible requirements for class attendance	1	2	3	4	5	(11)
66.	Courses in which the instructor lectures most of the time	1	2	3	4	5	(12)
67.	Getting together with other students after class	1	2	3	4	5	(13)
68.	A campus snack bar open during all class hours	1	2	3	4	5	(14)
69.	Three hour classes that meet once each week	1	2	3	4	5	(15)
70.	Improving my self-confidence	1	2	3	4	5	(16)
71.	Knowing how I'm doing in relation to others in class	1	2	3	4	5	(17)
72.	Acquiring a broad educational background	1	2	3	4	5	(18)
73.	Being able to get counseling for personal problems	1	2	3	4	5	(19)
74.	Course objectives to guide my study	1	2	3	4	5	(20)
75.	Courses using many source materials instead of single textbooks	1	2	3	4	5	(21)
76.	Tighter Campus security	1	2	3	4	5	(22)

Please feel free to add any written comments. Thank you for your help.

APPENDIX A

RASP STEERING COMMITTEE

Dean George Alterman, Dean of Academic Affairs

Dr. Edward G. Cohen, Chairman, Office of Testing & Institutional Research

Prof. Fran D'Amico, Office of Academic Affairs

Prof. Fred Folkman, Business Department

Prof. Gaetano Giudice, Electrical Technology Department

Prof. John Guarnaschelli, History Department

Ms. Lorie Jarmul, Office of Admission Services

APPENDIX B

Modifications, Additions and Deletions of Original RASP Instruments

In the demographic section for students, Item 10 was changed in order to identify the student's curriculum at QCC.

In the demographic section of the faculty-staff edition of the Survey of Student Needs, Item 6 was changed to incorporate the makeup of QCC's departments and offices.

In the Student Satisfaction Scale, modifications were made in Items, 4, 5, 6, 24, 25 and 59.

In the student edition of the Survey of Student Needs scale, Items 35 through 56 were inadvertently omitted; data are complete in the faculty-staff edition. Items 6 and 9 were modified and Item 76 was added.

APPENDIX C

QUEENSBOROUGH COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

OFFICE OF TESTING AND INSTITUTIONAL RESEARCH

M E M O R A N D U M

TO: Department Chairpersons and Faculty DATE: April, 1980

FROM: Dr. Edward G. Cohen, Director

SUBJECT: Survey of Student Satisfaction and Needs

Many thanks for agreeing to administer the Student Satisfaction and Needs questionnaire to students in your department. The attached packet contains 50 forms. Please distribute questionnaires the week of April 21st and return completed forms by May 2nd.

The questionnaire which takes about 30 minutes to fill out may be completed at home or in class.

Please indicate to students that they should only fill out this form once. If they filled it out in another class it is not necessary to do it again since it will invalidate the results. Please return all surplus forms to your department office for redistribution to other faculty who may need them.

Please make every effort to secure completed forms from your students and then return them to your department office; the greater the return of questionnaires, the more representative the sample.

If you have any questions regarding the administration of this questionnaire, please call (X 6358).

Thank you again.

EGC:ac
cc: Deans Alterman & Karle

APPENDIX D

Demographic Profile of Student Respondents in Percentages

1. Sex:
   - 51.3 Male
   - 48.6 Female

2. Age:
   - 82.2 24 or younger
   - 13.1 25-34
   - 2.9 35-44
   - 1.1 45-54
   - 1 55-64
   - 1 65 or older

3. Marital Status:
   - 85.5 Single
   - 11.4 Married
   - 3.2 Widowed, divorced or separated

4. Employment:
   - 46.3 Not employed
   - 42.9 Employed part-time
   - 10.9 Employed full-time

5. Before attending this college, when did you last take a course in either high school or college?
   - 58.4 one year ago
   - 27.3 two-four years ago
   - 14.3 five years ago or more

6. Are you currently enrolled in a degree program (matriculated)?
   - 93.5 yes
   - 6.4 No

7. How many credits are you taking this semester?
   - 7.9 5 or fewer
   - 24.6 6 - 11
   - 67.5 12 or more

8. How many semesters have you attended this college?
   - 19.7 This is my first semester
   - 64.0 2 - 4
   - 16.3 5 or more

9. When do you attend classes?
   - 83.5 Day
   - 7.3 Evening
   - 9.3 Both day and evening

10. What is your major field of study?
    - 35.6 Business (BA,BS,BM,BT)
    - 5.2 Computer Technology (CT)
    - 6.1 Data Processing (DP)
    - 6.1 Electrical Technology (ET)
    - 16.9 Liberal Arts (LA, LS)
    - 11.0 Mechanical Technology (MT) & Design Drafting (DD)
    - 2.4 Medical Laboratory Tech. (ML)
    - 11.7 Nursing (PN NS)
    - 4.9 Other

APPENDIX E

Demographic Profile of Full-Time Teaching Faculty Respondents in Percentages

1. Sex:

59%	Male
41%	Female

2. Age:

<1%	24 or younger	23.7%	45-54
10.3%	25-34	16.7%	55-64
47.4%	35-44	1.3%	65 or older

3. Highest Degree:

-	Associates	46.8%	Doctorate
1.9%	Bachelors	3.2%	Other (Specify) _____
46.2%	Masters	--	None of the above

4. Employment Status:

____	Part-time	100%	Full-time

5. Primary Employment Function:

100%	Teaching Faculty	____	Administrator
____	Counselor	____	HEO, Registrar, CLT or Business Manager
____	Librarian	____	Secretarial Staff

6. Department:

3.2%	Art & Design	None	Library
7.7%	Basic Ed. Skills	10.3%	Mathematics
5.8%	Bio.Sc. & Geology	1.9%	Mech.Tech. & Des. Dr.
10.3%	Business	2.6%	Music
2.6%	Chemistry	10.3%	Nursing
5.8%	Elec.Tech.	None	Physics
7.7%	English	9.0%	Soc.Sciences
3.8%	For.Lang. & Lit.	4.5%	Speech Comm. & Theatre Arts
7.7%	Health, Phys.Ed. & Dance	None	Student Personnel
3.2%	History		

7. When do you engage in your primary employment function? (i.e., Teach, counsel, etc.)

73.7%	Day	2.6%	Evening	23.7%	Both day & eve.

8. What approximate percentage of the students you serve are adults (i.e., age 25 years or older)

70.5%	0-25%	5.8%	51-75%
21.8%	26-50%	1.9%	76-100%

9. How many years have you been employed at this college:
(Median=10.4 years, $\bar{X}$=10.4 years, SD=4.09 years)

APPENDIX F

Responses in Percentages to the Student Satisfaction Scale (N=2079)

0 = Don't Know; No Basis for Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied (Neutral)
4 = Somewhat Satisfied
5 = Very Satisfied

Item:	Very D'sat	Somewhat D'sat	Ntrl	Somewhat Satis	Very Satis	Don't Know
Registration:	1	2	3	4	5	0
1. Location of registration	14.2	18.1	28.9	26.7	8.8	3.2
2. Hours of registration	28.8	20.1	20.7	21.0	7.3	2.2
3. Ease of registration process....	54.5	20.1	10.3	7.7	4.5	2.9
4. Helpfulness of faculty during .. registration	20.0	19.5	19.3	27.2	11.6	2.4
5. Helpfulness of clerical staff .. during registration	20.3	19.0	21.3	26.2	9.2	3.9
6. Academic advisement during..... registration	20.8	17.4	19.8	21.9	10.2	9.9
Financial Aid:						
7. Hours of financial aid office...	5.7	6.5	22.1	24.6	12.1	29.0
8. Helpfulness of financial aid.... staff	6.0	8.8	17.9	25.9	15.2	26.3
9. Hours of business office.....	4.0	5.8	23.9	23.9	9.3	33.1
10. Helpfulness of business office staff	5.6	7.3	23.3	21.1	9.1	33.6

(CONTINUED)

APPENDIX F (CONTINUED)

	Very D'Sat 1	Somewhat D'Sat 2	Ntrl 3	Somewhat Satis 4	Very Satis 5	Don't Know 0
Bookstore						
11. Hours of bookstore	4.2	5.1	19.2	38.7	28.6	4.1
12. Bookstore's stock (textbooks,.... materials, etc.)	9.3	13.5	17.7	36.8	20.0	2.6
13. Location of bookstore.....	5.0	6.5	20.3	39.7	26.6	2.0
14. Helpfulness of bookstore staff...	4.7	5.6	17.1	36.6	33.8	2.3
Cafeteria/Snack Bar						
15. Hours of cafeteria/snack bar	6.5	6.3	22.7	33.8	19.9	10.9
16. Cleanliness of cafeteria/snack bar	40.9	21.5	13.4	12.3	4.0	7.9
17. Food choices available	28.3	20.0	19.7	18.3	4.7	9.0
Library						
18. Hours of library.....	2.3	3.8	13.4	36.7	40.2	3.8
19. Library's materials.....	2.5	5.0	12.9	36.7	38.3	4.4
20. Library as a place to study.....	5.9	8.4	11.2	32.7	38.5	3.3
21. Instruction on how to use library	5.8	8.3	22.6	31.7	23.6	8.0
22. Helpfulness of library staff.....	4.3	6.9	17.5	36.0	30.1	5.1
23. Library's lending policy.....	3.9	7.3	20.2	34.1	22.5	12.1
Academic Advisement and Counseling						
24. Availability of faculty for..... academic advisement	8.9	11.8	21.9	29.3	15.3	12.8
25. Usefulness of academic advisement	8.2	11.8	23.0	29.1	14.5	13.3
26. Hours career counseling is ..... available	6.7	10.7	26.8	21.8	8.0	26.2
27. Usefulness of career counseling..	6.4	8.8	23.3	23.8	10.6	27.1

(CONTINUED)

APPENDIX F (CONTINUED)

	Very D'Sat 1	Somewhat D'Sat 2	Ntrl 3	Somewhat Satis 4	Very Satis 5	Don't Know 0
28. Hours of personal counseling..... available	7.0	9.8	24.1	23.6	9.2	26.3
29. Usefulness of personal counseling	5.7	8.6	21.5	25.4	12.3	26.5
30. Hours job placement services are available	5.6	7.5	21.8	13.6	5.1	46.5
31. Usefulness of job placement svcs.	5.9	6.9	19.1	14.6	7.3	46.1
Curriculum and Instruction						
32. Grading policy in most of your... courses	8.7	16.5	21.3	40.6	9.2	3.6
33. Attendance policy in most of..... your courses	13.5	15.9	20.1	33.6	14.2	2.7
34. Drop/add policy.....	8.8	10.9	21.0	28.5	16.6	14.2
35. Opportunity to obtain life- ..... experience credits	5.6	6.1	19.0	20.1	13.9	35.3
36. Interest in your progress shown by most of your instructors	11.2	15.1	22.1	32.7	4.5	4.5
37. Awareness of your other responsibilities shown by most of your instructors when giving assignments	14.1	18.9	23.5	27.6	11.4	4.5
38. Course objectives provided by.... most of your instructors	4.2	10.3	26.5	41.6	13.0	4.4
39. Variety of teaching methods used in most of your courses	6.1	13.8	23.9	40.4	12.9	3.0
40. Use of films, tapes, and other... audio-visual materials in most of your courses	8.8	10.0	21.4	27.2	16.8	15.8
41. Usefulness of content in most of your courses	4.1	9.6	27.7	38.7	14.5	5.3
42. Reading level of most of your textbooks	4.1	8.9	22.4	44.1	17.4	3.2

(CONTINUED)

APPENDIX F (CONTINUED)

	Very D'Sat 1	Somewhat D'Sat 2	Ntrl 3	Somewhat Satis 4	Very Satis 5	Don't Know 0
43. Opportunities to work with other students on class projects.....	6.4	9.1	25.4	25.5	13.1	2.0
44. Availability of independent study courses.....	6.2	7.6	23.7	19.9	9.7	33.0
45. Variety of courses available at times convenient for you.....	25.6	21.0	15.1	21.9	10.6	5.8
46. Variety of evening course offerings.....	9.5	8.3	17.9	13.7	7.0	43.6
47. Variety of weekend course offerings.....	7.6	5.8	17.8	9.0	4.9	54.9
48. Variety of summer course offerings.....	12.5	9.6	17.5	15.8	8.6	36.0
Skill Improvement						
49. Opportunities to learn how to organize your time.....	9.6	10.9	25.9	24.2	9.5	19.9
50. Opportunities to improve your self-confidence.....	8.7	10.1	24.1	26.2	12.7	18.2
51. Opportunities to improve your vocabulary.....	5.5	8.8	24.7	34.2	16.0	10.8
52. Opportunities to improve your math skills.....	6.3	8.3	21.2	32.9	18.0	13.3
53. Opportunities to improve your reading skills.....	3.6	7.8	21.2	36.6	19.5	11.4
54. Opportunities to improve your writing skills.....	4.9	8.7	20.1	34.9	19.5	11.9
55. Opportunities to improve your science skills.....	3.9	7.7	23.3	24.5	14.4	26.1
56. Opportunities to improve your test-taking skills.....	9.9	11.2	23.9	24.9	12.8	17.4

(CONTINUED)

APPENDIX F (CONTINUED)

	Very D'Sat 1	Somewhat D'Sat 2	Ntrl 3	Somewhat Satis 4	Very Satis 5	Don't Know 0
57. Hours tutoring services are available	11.0	8.9	19.0	13.8	5.7	41.7
58. Usefulness of tutoring services	8.1	6.4	17.5	15.3	10.5	42.2
Miscellaneous						
59. Usefulness of Freshman Seminar (5 week course for freshmen)	8.3	4.9	15.3	9.2	7.0	55.3
60. Usefulness of orientation svcs	12.4	9.4	21.4	20.1	9.3	27.5
61. Usefulness of college catalog	3.6	4.7	15.8	39.7	28.4	7.8
62. Variety of campus activities for students	8.0	8.0	21.5	30.7	18.1	13.7
63. Child care facilities on campus	5.0	3.0	13.8	7.1	4.4	66.7
64. Availability of study areas on campus	11.4	13.5	21.1	28.4	13.9	11.7
65. Overall concern of college for you as a student	15.4	15.6	24.1	25.2	11.4	8.2
66. Overall quality of college	7.0	12.5	22.0	38.7	15.1	4.7

APPENDIX G

Responses in Percentages to the Student Need Survey by Students & Full-Time Faculty

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

	Student & Full-Time Faculty Responses					
	No Imp.	Low Imp.	Med. Imp.	High Imp.	V.H. Imp.	
	1	2	3	4	5	t
Item:						
1. Place to study on campus						
Students.....	6.2	5.0	19.7	31.5	37.7	-0.97
FT Faculty.....	2.6	7.1	30.1	27.6	32.7	
2. Bus service to campus						
Students.....	19.8	7.0	11.2	17.8	44.2	6.96*
FT Faculty.....	1.3	1.9	20.5	35.3	41.0	
3. Being able to take a course as an independent study						
Students.....	15.7	10.4	31.4	21.5	21.0	-8.80*
FT Faculty.....	16.7	39.7	27.6	10.9	5.1	
4. Instructors who are personally interested in my progress						
Students.....	4.8	3.4	14.1	31.0	46.7	4.96*
FT Faculty.....	1.9	<1	10.3	23.7	63.5	
5. Use of films, tapes and other audio-visual materials in a course						
Students.....	8.9	8.3	28.6	26.9	27.4	-2.35*
FT Faculty.....	4.5	11.5	43.6	22.4	17.9	
6. An earlier registration period						
Students.....	9.2	6.3	18.2	22.3	44.0	-9.18*
FT Faculty.....	17.3	23.1	31.4	10.9	17.3	
7. Learning to organize my time better						
Students.....	7.4	6.0	19.8	30.3	36.6	4.53*
FT Faculty.....	3.8	1.3	14.1	30.1	50.6	

* $p < .05$

(CONTINUED)

APPENDIX G (CONTINUED)

Item:	No Imp. 1	Low Imp. 2	Med. Imp. 3	High Imp. 4	V.H. Imp. 5	t
	Student & Full-Time Faculty Responses					
8. Improving my study skills						
Student.....	5.2	3.8	13.4	30.4	47.2	6.86*
FT Faculty.....	2.6	<1	4.5	21.2	71.2	
9. Evening classes						
Students.....	35.1	13.3	22.9	13.3	15.4	8.17*
FT Faculty.....	9.0	9.6	32.1	26.3	23.1	
10. Being able to drop a course at any time without receiving a penalty grade						
Students.....	9.5	6.6	15.3	20.4	48.1	-6.86*
FT Faculty.....	18.6	20.5	19.2	14.7	26.9	
11. Studying with other students						
Students.....	16.7	13.5	27.7	23.0	19.0	-1.04
FT Faculty.....	7.7	18.6	42.9	20.5	10.3	
12. Being able to take a course with "pass/fail" grading instead of "A or F" grading						
Students.....	27.4	14.6	21.3	14.5	22.2	-3.99*
FT Faculty.....	25.0	25.0	30.8	10.9	8.3	
13. Instructors who have a realistic view of my responsibilities outside class						
Students.....	8.5	7.1	20.6	29.6	34.2	-0.96
FT Students.....	3.8	10.9	25.0	37.2	23.1	
14. Being able to take a variety of courses before deciding a major field of study						
Students.....	10.5	9.1	23.6	27.5	29.3	1.30
FT Faculty.....	4.5	9.6	25.6	35.9	24.4	

* $p < .05$

(CONTINUED)

APPENDIX G (CONTINUED)

Item:	Students & Full-Time Faculty Responses					
	No Imp. 1	Low Imp. 2	Med. Imp. 3	High Imp. 4	V.H. Imp. 5	t
15. Campus tour during my first semester						
Student.....	21.6	15.5	24.0	19.5	<1	0.76
FT Faculty.....	9.6	22.4	23.1	20.5	17.3	
16. Learning to prepare better term papers						
Student.....	6.7	4.0	19.8	34.3	35.1	1.26
FT Faculty.....	1.9	3.2	17.9	30.1	39.7	
17. Tutoring						
Students.....	15.1	8.7	26.1	25.0	25.2	8.83*
FT Faculty.....	1.9	1.3	8.3	34.0	47.4	
18. Being able to get occupational counseling						
Students.....	10.4	5.1	21.2	29.7	33.7	3.49*
FT Faculty.....	1.9	1.9	14.7	32.7	41.7	
19. Encouragement from my family						
Students.....	8.4	4.4	15.7	25.1	46.4	3.03*
FT Faculty.....	1.9	<1	12.8	21.8	55.8	
20. Courses providing specific skills that will be useful on a job						
Students.....	4.4	1.9	6.9	22.0	64.8	-3.62*
FT Faculty.....	3.2	1.3	14.7	33.3	40.4	
21. Working with other students on class projects						
Students.....	11.5	10.7	31.5	26.2	20.1	-3.78*
FT Faculty.....	5.8	19.2	41.7	17.9	8.3	
22. Speedy registration procedures						
Students.....	4.7	2.4	9.3	18.1	65.6	-3.83*
FT Faculty.....	1.9	3.8	19.9	25.0	42.3	

* $p < .05$

(CONTINUED)

APPENDIX G (CONTINUED)

	Students & Full-Time Faculty Responses					
	No Imp.	Low Imp.	Med. Imp.	High Imp.	V.H. Imp.	
	1	2	3	4	5	t
Item:						
23. Being able to obtain credit for out-of-college experiences						
Students.....	6.5	3.6	17.5	26.5	45.8	-9.67*
FT Faculty.....	12.2	16.7	29.5	23.1	11.5	
24. Improving my concentration						
Students.....	5.1	2.7	13.7	31.0	47.5	0.29
FT Faculty.....	<1	3.2	10.3	34.0	44.9	
25. Financial aid						
Students.....	11.5	3.0	9.9	18.5	57.1	1.02
FT Faculty.....	2.6	1.9	10.3	30.1	48.1	
26. "Fitting in" with other students						
Students.....	11.1	7.0	26.8	26.1	29.1	-2.67*
FT Faculty.....	5.1	9.0	37.2	28.2	13.5	
27. Improving my note-taking skill						
Students.....	6.1	4.8	19.5	30.8	38.8	2.45*
FT Faculty.....	1.3	3.8	8.3	34.6	44.9	
28. Instructors who use many examples in their teaching						
Students.....	4.2	3.2	15.3	33.5	43.8	0.76
FT Faculty.....	<1	1.3	11.5	37.2	42.3	
29. Learning to cope with failure						
Students.....	10.5	7.5	22.7	28.1	31.2	3.40*
FT Faculty.....	1.3	3.8	18.6	33.3	35.9	
30. Instructors who provide more than one way to meet course requirements						
Students.....	3.8	2.9	14.9	35.1	43.4	-8.97*
FT Faculty.....	8.3	11.5	34.0	24.4	14.7	

* p .05

(CONTINUED)

APPENDIX G (CONTINUED)

	Students & Full-Time Faculty Responses					
	No Imp. 1	Low Imp. 2	Med. Imp. 3	High Imp. 4	V.H. Imp. 5	t
Item:						
31. Extracurricular activities						
Students.....	11.0	8.6	30.3	26.2	24.0	-5.53*
FT Faculty.....	5.8	17.3	46.8	15.4	7.7	
32. Being able to take "re-tests" to improve my grades						
Students.....	5.3	3.6	13.1	28.2	49.8	-12.46*
FT Faculty.....	16.7	19.9	27.6	18.6	10.3	
33. Instructors who modify course outline to satisfy student interests						
Students.....	5.2	3.0	16.8	33.7	41.3	-9.29*
FT Faculty.....	9.0	14.7	32.7	25.6	10.9	
34. Improving my social interactions with other students						
Students.....	9.8	8.6	29.3	28.3	24.1	-4.82*
FT Faculty.....	5.1	19.9	35.3	25.6	7.1	
35. Place to study at home						
Students.....	NA					
FT Faculty.....	3.2	1.3	7.7	34.6	53.2	
36. Instructors who are relaxed and informal in classroom						
Students.....	NA					
FT Faculty.....	5.8	4.5	28.2	39.1	22.4	
37. Evening and weekend registration						
Students.....	NA					
FT Faculty.....	12.8	12.2	33.3	28.8	12.8	
38. Improving my memory						
Students.....	NA					
FT Faculty.....	3.2	3.2	21.8	37.8	34.0	
39. Learning to give better oral reports						
Students.....	NA					
FT Faculty.....	4.5	5.1	31.4	32.1	26.9	

* $p < .05$

(CONTINUED)

APPENDIX G (CONTINUED)

	Students & Full-Time Faculty Responses					
	No Imp.	Low Imp.	Med. Imp.	High Imp.	V.H. Imp.	
	1	2	3	4	5	t
Item:						
40. Weekend classes						
Students.....	NA					
FT Faculty.....	14.7	16.7	32.7	22.4	13.5	
41. Improving my writing skills						
Students.....	NA					
FT Faculty.....	1.9	1.9	7.7	25.6	62.8	
42. "Keeping up" with other students in class						
Students.....	NA					
FT Faculty.....	7.7	5.8	41.0	30.8	14.7	
43. Off-campus courses						
Students.....	NA					
FT Faculty.....	14.7	30.8	40.4	10.9	3.2	
44. Getting "A"s and "B"s in my courses						
Students.....	NA					
FT Faculty.....	5.8	5.8	33.3	30.8	24.4	
45. Instructors who let students decide what should be covered in a course						
Students.....	NA					
FT Faculty.....	47.4	32.7	16.7	1.9	1.3	
46. Courses with many class discussions						
Students.....	NA					
FT Faculty.....	5.8	11.5	46.2	24.4	12.2	
47. Child care facilities on campus						
Students.....	NA					
FT Faculty.....	14.1	19.2	28.8	19.9	17.9	
48. Improving my vocabulary skills						
Students.....	NA					
FT Faculty.....	1.9	2.6	12.8	32.7	50.0	

(CONTINUED)

APPENDIX G (CONTINUED)

	Students & Full-Time Faculty Responses					
	No Imp.	Low Imp.	Med. Imp.	High Imp.	V.H. Imp.	
	1	2	3	4	5	t
Item:						
49. Encouragement from my instructors						
Students.....	NA					
FT Faculty.....	2.6	<1	8.3	28.8	59.6	
50. Summer classes						
Students.....	NA					
FT Faculty.....	5.8	5.1	23.1	38.5	27.6	
51. Learning to set better goals for myself						
Students.....	NA					
FT Faculty.....	3.2	1.9	19.2	37.2	38.5	
52. Improving my motivation for college work						
Students.....	NA					
FT Faculty.....	1.9	4.5	11.5	30.8	51.3	
53. Reducing my uneasiness about going to college						
Students.....	NA					
FT Faculty.....	4.5	9.6	29.5	30.8	25.6	
54. Students my own age in my classes						
Students.....	NA					
FT Faculty.....	21.2	41.0	28.8	5.1	3.8	
55. Instructors who follow course outline very closely						
Students.....	NA					
FT Faculty.....	9.0	21.2	40.4	19.2	10.3	
56. Improving my reading skills						
Students.....	NA					
FT Faculty.....	1.9	1.9	6.4	19.9	69.9	
57. Job placement services						
Students.....	10.2	5.2	15.4	25.2	43.4	3.15*
FT Faculty.....	2.6	3.2	17.9	35.9	40.4	

* $p < .05$

(CONTINUED)

APPENDIX G (CONTINUED)

Item:	No Imp. 1	Low Imp. 2	Med. Imp. 3	High Imp. 4	V.H. Imp. 5	t
	Student & Full-Time Faculty Responses					
58. Improving my test-taking skills						
Students.....	5.1	3.5	16.1	32.4	42.8	4.39*
FT Faculty.....	2.6	0.0	12.2	27.6	57.7	
59. Setting aside time every day to study						
Students.....	5.8	3.4	18.4	34.3	38.0	3.21*
FT Faculty.....	2.6	3.8	14.1	25.0	54.5	
60. Campus activities for students with interests similar to mine						
Students.....	10.2	7.7	28.1	28.7	25.1	-4.35*
FT Faculty.....	6.4	17.9	42.9	25.0	7.7	
61. Being able to get academic advisement						
Students.....	5.7	4.1	18.5	34.9	36.7	4.06*
FT Faculty.....	1.9	1.9	12.8	30.8	52.6	
62. Improving my math skills						
Students.....	8.2	7.1	20.8	28.1	35.6	6.39*
FT Faculty.....	2.6	2.6	17.3	23.7	53.2	
63. Learning to use library facilities						
Students.....	8.8	9.2	27.3	29.1	25.5	6.78*
FT Faculty.....	3.2	5.1	14.1	34.0	43.6	
64. Grades based on projects, papers, and class participation instead of on tests alone						
Students.....	5.3	5.4	15.9	28.3	44.9	-4.25*
FT Faculty.....	7.1	9.0	28.8	28.8	26.3	

* $p < .05$

(CONTINUED)

APPENDIX G (CONTINUED)

Item:	Student & Full-Time Faculty Responses: No Imp. 1	Low Imp. 2	Med. Imp. 3	High Imp. 4	V.H. Imp. 5	t
65. Flexible requirements for class attendance						
Students.....	7.1	6.8	20.1	28.9	37.0	-11.57*
FT Faculty.....	26.9	19.2	26.3	20.5	7.1	
66. Courses in which instructor lectures most of the time						
Students.....	16.8	24.1	33.9	15.9	9.6	-5.81*
FT Faculty.....	19.2	37.2	36.5	6.4	1	
67. Getting together with other students						
Students.....	15.3	15.7	32.1	23.4	13.4	-2.85*
FT Faculty.....	10.3	30.1	35.9	17.9	5.8	
68. Campus snack bar open during all class hours						
Students.....	13.8	12.9	25.5	25.0	22.7	-1.89
FT Faculty.....	11.5	20.5	27.6	26.3	14.1	
69. Three hour classes that meet once each week						
Students.....	19.7	20.6	26.3	17.3	16.0	-5.61*
FT Faculty.....	30.1	30.8	19.9	11.5	7.7	
70. Improving my self-confidence						
Students.....	9.2	6.3	20.8	29.1	34.5	4.24*
FT Faculty.....	1.9	3.2	19.9	34.6	40.4	
71. Knowing how I'm doing in relation to others in class						
Students.....	9.6	8.7	27.8	30.1	23.8	-1.90
FT Faculty.....	7.7	8.3	39.1	33.3	11.5	
72. Acquiring a broad educational background						
Students.....	6.0	3.7	20.5	33.4	36.4	-2.30*
FT Faculty.....	5.1	10.3	26.3	29.5	28.8	

* $p < .05$

(CONTINUED)

APPENDIX G (CONTINUED)

Item:	Student & Full-Time Faculty Responses					
	No Imp. 1	Low Imp. 2	Med. Imp. 3	High Imp. 4	V.H. Imp. 5	t
73. Being able to get counseling for personal problems						
Students.....	14.1	12.1	24.6	24.5	24.6	5.65*
FT Faculty	4.5	8.3	17.3	31.4	38.5	
74. Course objectives to guide my study						
Students.....	6.1	5.0	26.2	35.9	26.7	0.83
FT Faculty.....	4.5	6.4	25.6	31.4	32.1	
75. Courses using many source materials instead of single textbooks						
Students.....	10.3	11.4	30.1	28.0	20.1	-3.41*
FT Faculty.....	9.6	23.1	35.3	18.6	13.5	
76. Tighter campus security						
Students.....	15.5	11.9	26.4	20.2	25.9	8.90*
FT Faculty.....	3.2	5.1	16.0	19.2	55.8	

Percentages of faculty who responded "Don't Know" or abstained in answering items 15 through 34 = 7.1%.

NA = Not available

* $p < .05$ (Negative t value: Student mean is greater)

APPENDIX H

ITEMS BY FACET IN THE STUDENT NEEDS SURVEY

Facet	Item Numbers
Academic Survival Skills	8, 16, 27, 39, 41, 48, 56, 58, 62, 63
Personal-Social Development	7, 11, 19, 21, 24, 26, 29, 34, 35, 38, 42, 44, 51, 52, 53, 54, 59, 67, 70, 72
Instructional Patterns	4, 5, 13, 28, 30, 32, 33, 36, 45, 46, 49, 55, 64, 66, 71, 74, 75
Administrative Policies	3, 9, 10, 12, 14, 20, 23, 40, 43, 50, 65, 69, 76
Student Support Services	1, 2, 6, 15, 17, 18, 22, 25, 31, 37, 47, 57, 60, 61, 68, 73

APPENDIX I

ITEM BY ITEM SUMMARY DATA OF STUDENT RESPONSE TO SATISFACTION SCALE

ITEM	MEAN	STD. DEV.	KURTOSIS	SKEWNESS	N
1.	2.976	1.189	-0.880	-0.155	2012
2.	2.569	1.307	-1.181	0.241	2034
3.	1.843	1.174	0.581	1.288	2019
4.	2.906	1.329	-1.226	-0.049	2029
5.	2.844	1.295	-1.182	-0.027	1997
6.	2.814	1.334	-1.214	0.045	1873
7.	3.435	1.118	-0.264	-0.528	1477
8.	3.481	1.177	-0.508	-0.542	1533
9.	3.427	1.029	-0.002	-0.492	1390
10.	3.314	1.104	-0.339	-0.408	1381
11.	3.858	1.044	0.539	-0.929	1993
12.	3.459	1.230	-0.664	-0.571	2024
13.	3.780	1.072	0.305	-0.861	2038
14.	3.913	1.083	0.506	-1.001	2031
15.	3.609	1.124	-0.033	-0.721	1853
16.	2.100	1.229	-0.544	0.810	1916
17.	2.464	1.259	-1.118	0.308	1892
18.	4.128	0.955	1.295	-1.190	2001
19.	4.081	0.990	1.026	-1.148	1987
20.	3.925	1.186	0.182	-1.049	2010
21.	3.641	1.140	-0.256	-0.650	1913
22.	3.851	1.086	0.239	-0.893	1972
23.	3.729	1.068	0.023	-0.724	1828
24.	3.349	1.209	-0.693	-0.441	1813
25.	3.345	1.183	-0.639	-0.429	1802

CONTINUED

APPENDIX I (CONTINUED)

ITEM	MEAN	STD. DEV.	KURTOSIS	SKEWNESS	N
26	3.181	1.098	-0.467	-0.283	1534
27	3.319	1.131	-0.456	-0.414	1515
28	3.246	1.129	-0.510	-0.371	1532
29	3.408	1.130	-0.417	-0.477	1528
30	3.097	1.088	-0.394	-0.235	1113
31	3.195	1.160	-0.581	-0.284	1120
32	3.260	1.127	-0.643	-0.501	2004
33	3.197	1.270	-0.972	-0.351	2022
34	3.388	1.223	-0.683	-0.473	1784
35	3.475	1.177	-0.451	-0.511	1346
36	3.254	1.229	-0.841	-0.379	1986
37	3.035	1.247	-1.015	-0.153	1986
38	3.510	1.002	0.015	-0.606	1988
39	3.416	1.081	-0.363	-0.547	2017
40	3.395	1.225	-0.666	-0.476	1750
41	3.526	1.011	-0.026	-0.557	1968
42	3.638	1.015	0.201	-0.737	2013
43	3.373	1.131	-0.435	-0.422	1653
44	3.287	1.130	-0.434	-0.365	1392
45	2.690	1.377	-1.289	0.202	1959
46	3.007	1.248	-0.909	-0.150	1173
47	2.950	1.200	-0.715	-0.115	938
48	2.975	1.311	-1.084	-0.117	1331
49	3.162	1.169	-0.653	-0.324	1666
50	3.294	1.184	-0.616	-0.407	1700
51	3.521	1.084	-0.164	-0.588	1854
52	3.555	1.136	-0.233	-0.649	1803
53	3.683	1.038	0.052	-0.687	1842
54	3.628	1.099	-0.133	-0.681	1831
55	3.510	1.081	-0.313	-0.447	1536

CONTINUED

APPENDIX I (CONTINUED)

ITEM	MEAN	STD. DEV.	KURTOSIS	SKEWNESS	N
56	3.238	1.216	-0.751	-0.342	1718
57	2.903	1.233	-0.925	-0.105	1212
58	3.238	1.268	-0.821	-0.331	1201
59	3.040	1.298	-0.941	-0.151	929
60	3.062	1.265	-0.935	-0.244	1508
61	3.919	1.013	0.852	-1.027	1916
62	3.497	1.189	-0.399	-0.614	1795
63	3.091	1.194	-0.585	-0.232	692
64	3.225	1.253	-0.892	-0.346	1835
65	3.017	1.272	-1.028	-0.160	1908
66	3.445	1.126	-0.397	-0.580	1982

APPENDIX J

ITEM BY ITEM SUMMARY DATA OF STUDENT RESPONSES TO STUDENT NEEDS SCALE 73

ITEM	MEAN	STD. DEV.	KURTOSIS	SKEWNESS	N
1	3.897	1.147	0.275	-0.974	2079
2	3.597	1.566	-1.139	-0.662	2079
3	3.218	1.319	-0.942	-0.267	2079
4	4.114	1.079	1.221	-1.309	2079
5	3.556	1.222	-0.529	-0.547	2079
6	3.857	1.296	-0.261	-0.920	2079
7	3.825	1.200	-0.019	-0.900	2079
8	4.107	1.102	1.136	-1.315	2079
9	2.606	1.460	-1.255	0.322	2078
10	3.910	1.322	-0.216	-0.996	2079
11	3.142	1.333	-1.051	-0.202	2079
12	2.896	1.505	-1.400	0.087	2079
13	3.741	1.236	-0.272	-0.802	2079
14	3.560	1.284	-0.655	-0.594	2079
15	2.991	1.410	-1.254	-0.037	2076
16	3.871	1.140	0.415	-1.002	2077
17	3.366	1.347	-0.911	-0.437	2078
18	3.712	1.266	-0.257	-0.827	2079
19	3.968	1.245	0.258	-1.118	2079
20	4.411	1.009	3.691	-2.024	2079
21	3.328	1.235	-0.707	-0.367	2079
22	4.375	1.060	2.759	-1.853	2079
23	4.015	1.169	0.549	-1.148	2079
24	4.130	1.079	1.403	-1.367	2079
25	4.068	1.349	0.416	-1.322	2079

CONTINUED

ITEM	MEAN	STD. DEV.	KURTOSIS	SKEWNESS	N
26	3.551	1.278	-0.594	-0.592	2079
27	3.914	1.147	0.307	-0.993	2079
28	4.096	1.042	1.219	-1.248	2079
29	3.620	1.281	-0.530	-0.681	2079
30	4.114	1.014	1.408	-1.272	2079
31	3.434	1.248	-0.646	-0.464	2079
32	4.137	1.110	1.209	-1.360	2079
33	4.028	1.081	0.988	-1.188	2079
34	3.483	1.220	-0.542	-0.513	2079
35 ... 56: Data N/A					
57	3.867	1.308	-0.124	-1.000	2067
58	4.042	1.092	0.928	-1.196	2077
59	3.956	1.104	0.718	-1.095	2077
60	3.508	1.233	-0.522	-0.559	2077
61	3.930	1.107	0.591	-1.051	2077
62	3.760	1.237	-0.284	-0.803	2077
63	3.535	1.212	-0.523	-0.545	2077
64	4.022	1.143	0.488	-1.120	2077
65	3.820	1.205	-0.126	-0.860	2077
66	2.769	1.184	-0.720	0.193	2077
67	3.040	1.241	-0.883	-0.135	2077
68	3.299	1.324	-0.980	-0.331	2077
69	2.892	1.341	-1.118	0.105	2077
70	3.736	1.251	-0.271	-0.814	2077

CONTINUED

ITEM	MEAN	STD.DEV.	KURTOSIS	SKEWNESS	N
71	3.500	1.215	-0.505	-0.548	2077
72	3.906	1.116	0.492	-1.006	2077
73	3.335	1.343	-0.994	-0.365	2077
74	3.723	1.096	0.179	-0.777	2077
75	3.363	1.217	-0.670	-0.393	2077
76	3.290	1.377	-1.087	-0.292	2077

APPENDIX K

ITEM BY ITEM SUMMARY DATA OF FACULTY RESPONSE TO STUDENT NEEDS SCALE

ITEM	MEAN	STD.DEV.	KURTOSIS	SKEWNESS	N
1	3.808	1.054	-0.402	-0.511	156
2	4.128	0.892	0.556	-0.863	156
3	2.481	1.056	-0.127	0.567	156
4	4.462	0.853	3.915	-1.869	156
5	3.378	1.049	-0.354	-0.097	156
6	2.878	1.312	-0.949	0.228	156
7	4.224	1.000	2.133	-1.483	156
8	4.577	0.827	7.671	-2.604	156
9	3.449	1.204	-0.556	-0.429	156
10	3.109	1.475	-1.395	-0.031	156
11	3.071	1.054	-0.320	-0.008	156
12	2.526	1.215	-0.647	0.409	156
13	3.647	1.070	-0.259	-0.566	156
14	3.660	1.087	-0.195	-0.603	156
15	3.145	1.269	-1.707	-0.028	145
16	4.103	0.970	0.682	-0.997	145
17	4.331	0.858	3.399	-1.632	145
18	4.186	0.920	1.496	-1.193	145
19	4.386	0.899	2.632	-1.601	145
20	4.145	0.972	1.847	-1.309	145
21	3.041	1.006	-0.191	0.082	145
22	4.097	1.009	0.291	-0.936	145
23	3.055	1.206	-0.816	-0.131	145
24	4.283	0.847	1.346	-1.203	145
25	4.283	0.941	2.573	-1.560	145

CONTINUED

ITEM	MEAN	STD.DEV.	KURTOSIS	SKEWNESS	N
26	3.386	1.029	-0.082	-0.329	145
27	4.269	0.892	1.990	-1.392	145
28	4.283	0.788	1.388	-1.067	145
29	4.062	0.937	0.360	-0.844	145
30	3.276	1.146	-0.497	-0.278	145
31	3.021	0.968	0.116	0.098	145
32	2.848	1.249	-0.941	0.075	145
33	3.159	1.128	-0.559	-0.230	145
34	3.103	1.005	-0.433	-0.085	145
35	4.333	0.918	3.844	-1.828	156
36	3.679	1.053	0.406	-0.769	156
37	3.167	1.190	-0.643	-0.328	156
38	3.962	0.990	0.784	-0.934	156
39	3.718	1.058	0.034	-0.604	156
40	3.032	1.236	-0.855	-0.103	156
41	4.455	0.868	4.049	-1.931	156
42	3.391	1.057	0.102	-0.473	156
43	2.571	0.978	-0.182	0.198	156
44	3.622	1.092	-0.067	-0.558	156
45	1.769	0.886	1.053	1.091	156
46	3.256	1.009	-0.044	-0.153	156
47	3.083	1.295	-1.019	-0.048	156
48	4.263	0.917	1.872	-1.362	156
49	4.423	0.873	4.438	-1.943	156
50	3.769	1.089	0.375	-0.866	156

CONTINUED

ITEM	MEAN	STD.DEV.	KURTOSIS	SKEWNESS	N
51	4.058	0.972	1.264	-1.098	156
52	4.250	0.961	1.523	-1.360	156
53	3.635	1.102	-0.367	-0.494	156
54	2.295	0.985	0.453	0.690	156
55	3.006	1.087	-0.448	0.048	156
56	4.538	0.853	5.283	-2.238	156
57	4.083	0.970	1.018	-1.070	156
58	4.378	0.890	3.405	-1.714	156
59	4.250	1.007	1.377	-1.365	156
60	3.096	0.995	-0.208	-0.116	156
61	4.301	0.905	2.126	-1.429	156
62	4.232	0.999	1.195	-1.274	156
63	4.096	1.033	1.003	-1.189	156
64	3.583	1.175	-0.420	-0.541	156
65	2.615	1.272	-1.103	0.166	156
66	2.321	0.880	-0.427	0.130	156
67	2.788	1.041	-0.447	0.192	156
68	3.109	1.221	-0.913	-0.125	156
69	2.359	1.239	-0.552	0.648	156
70	4.083	0.950	0.665	-0.945	156
71	3.327	1.042	0.037	-0.482	156
72	3.667	1.149	-0.448	-0.558	156
73	3.910	1.138	0.053	-0.913	156
74	3.801	1.098	-0.031	-0.723	156
75	3.032	1.161	-0.706	0.087	156
76	4.200	1.090	0.770	-1.261	155

CONTINUED

APPENDIX L

Statistical Analyses Prepared By the Two-Year College Development Center in Albany: Tables 1-8 (Available for inspection in the Office of Testing & Institutional Research)

Table 1. QCC Student Characteristics

Table 2. Computation of Ratings

Table 3. Satisfaction Item Statistics for QCC Student Sample

Table 4. Satisfaction Item Statistics for QCC Student Groups

Table 5. Satisfaction Items with Significant X^2 Values Between Groups

Table 6. Product-Moment Correlations

Table 7. Items With Significant X^2 Values Between Groups

Table 8. Taxonomy of Adult Student Needs

OCT 9 1981

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024